014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Robstown ISD	Vendor ID # 1-74-600-19932	Mailing address line 1 801 N. First St.	
Mailing address line 2	City Robstown	State TX	ZIP Code 78380
County-District # 178909	Campus number and name	ESC Region # 2	US Congressional District # 27	DUNS # 084828995

Primary Contact

First name Maria	M.I. M	Last name Vidaurri	Title Superintendent
Telephone # 361-767-6600	Email address Maria.vidaurri@robstownisd.org		FAX # 361-387-6311

Secondary Contact

First name Norma	M.I. V	Last name Castaneda	Title Executive Director of C & I
Telephone # 361-767-6600	Email address Norma.castaneda@robstownisd.org		FAX # 361-767-2319

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Maria	M.I. M	Last name Vidaurri	Title Superintendent
Telephone # 361-767-6600	Email address Maria.vidaurri@robstownisd.org		FAX # 361-387-6311
Signature (blue ink preferred)			Date signed

Maria M. Vidaurri

01/20/2014

Only the legally responsible party may sign this application.

RFA #701-14-101; SAS #181-14
2014–2016 Educator Excellence Innovation Progr...

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Schedule #1—General Information (cont.)	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 031-912	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment N/A	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Part 1: Submitting an Amendment N/A

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.
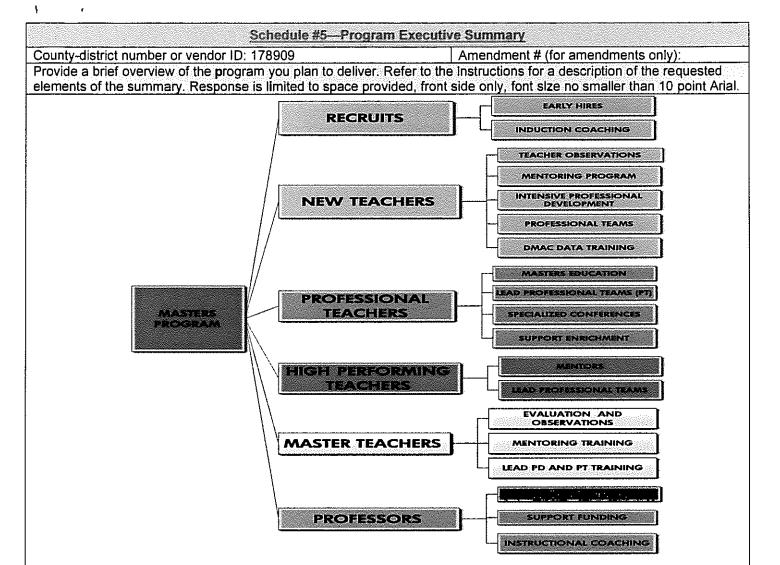
Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

N/A

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Schedule #4—Request for Amendment (cont.) N/A		
County-district number or vendor ID: 178909		Amendment # (for amendments only):
Part 4: Amendment Justification N/A		

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Robstown Independent School District (RISD) is designated as a **Needs Improvement ISD with 5 schools in Needs Improvement by TEA 2012-13 Accountability Measures with 3 campuses designated as Focus Schools.** RISD has a (90%) economically disadvantaged students with more than half (53%) failing a STAAR exam. RISD designed Project **MASTERS (Mastery of Academic Standards in Teaching for Educator Retention and Success)** to transform educator quality and effectiveness through improved and innovative school district-level teacher development. MASTERS is a comprehensive program (see chart above) designed to systematically support systems from Recruits and New Teachers who are just entering the profession to retiring teachers or Professors who are looking for advanced input into their community from many professional years of teaching service. The support provided to all teachers will be data-driven and research-based with a focus on improving effective instructional strategies to increase student achievement and helping align with the purposes of the educator excellence innovation program. The RISD is serving a predominately Hispanic (97.3%) population. MASTERS is designed but not limited to recruitment of best qualified applicants , preparation for new teachers, hiring core teachers for hard to fill areas, induction systems to create career pathways and collaborative teams, evaluation and observations that are fair and use multiple measures, professional development that is clearly applicable to enhancing classroom academics and goals of campus, strategic compensation for all levels of teacher experience and challenges, career pathways so that teachers can be given guidance towards other teaching and administrative positions, and retention so that costly turnover rates are improved. MASTERS will systematically transform district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness grant to

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improve student learning and student academic performance. MASTERS will provide the following <u>required four services</u> through a new *MASTERS* Program that allows growth pathways for all teachers. The following Phases will be offered for all <u>517</u> teachers and professional staff <u>serving 1,635 students (53%) that failed a STAAR exam and few (5.6 %) exceeded standards as compared to half of the state's rate (10.6%).</u>

I. **Induction and Mentoring–** MASTERS will develop the new Teacher's Academy to succeed with the student population, including comprehensive training year round and online, mentorship with an Expert Teacher and professional collaboration opportunities in small Teacher Professional Meetings during their respective conference periods for all schools. MASTERS will help fill all necessary teaching positions in key subject areas with a certified teacher in their respective field at all schools and will setup a strong mentoring system with training for 50 mentors/mentees by the end of the grant period. MASTERS will create strategic career pathways, such as master teachers, instructional coaches, lead teachers, or mentor teachers, that provide opportunities for teachers to take on additional responsibilities while maintaining a reduced teaching schedule or receiving additional compensation for additional responsibilities.

II. **Evaluation and Observations–** The program will provide all teachers with annual summative evaluations based on multiple measures such as multiple observations, student growth, teacher self-assessment and student feedback. MASTERS will train High Performing Teachers for the purposes of increasing the frequency and quality of classroom observations while implementing a new evaluation system. Project MASTERS will increase teacher observations and evaluations by 50% through selected High Performing mentors who completed training in teacher evaluations and who will develop the process and systems for compressive teachers' self-assessment and student feedback. These tools include but are not limited to, classroom observations, walk-through's, working on lesson plans, visiting other classrooms, as a group, to observe teachers with an excellent mastery of a course or subject, and conferences. The High Performing Evaluation teacher will be a proven mentor who is responsible for numerous responsibilities that need to be documented in order to show they are being completed. The district will use and review rosters to ascertain attendance at the required trainings and will use other forms of documentation to ensure grant program requirements are being adhered to. The district will require semester reports to the Principal and the grant coodinator.

III. **Development and Professional Teams (PT)** – The project will align professional development opportunities within the school week to multiple measures of performance. MASTERS Professional Development will have the greatest impact on student achievement as it is both ongoing and thorough not short-term workshops and conferences that do not provide clear connections to the classroom. MASTERS will allow RISD to systematically structure PD in ongoing personalized career growth pathways in order to develop high teacher quality while adding online, instructional coaches and specialized consultants to create Professional Development Teams in order to solve specific campus problems. MASTERS will utilize a Continuous Professional Development (CPD) model built upon the premise of ongoing instruction that will influence classroom practice. CPD is distinguished from the traditional one-shot workshop approach, in which selected teachers participate in a series of discrete and often disparate events—seminars, workshops, and conferences—that may or may not be connected. Comprehensive and synced training occurs online, in staff meetings and through readings whereby all educators are on the same page every year targeting the major deficiencies in Teaching and Learning through Scientifically Based Researched (SBR) approaches. PT Teams include; Parent Engagement, College Readiness, Date Disaggregation, Community Support, Home Visits, Foundation grants, College Tours and Extended Learning, approved Campus Projects.

IV. **Compensation and Retention** – MASTERS will include strategic compensation for Early Hires or as <u>bonus funds</u> if the individual meets personal evaluation goals, fulfills all Professional Development Team goals or if the campus is rated Exemplary. MASTERS phases include extra duty pay for eligible selection for MASTERS. All teachers will receive PD and will not be paid for it. The program will retain Effective Teachers and reduce turnover at each campus. It will create 100% new mentors and collaborative teams in areas such as Parent and Community Engagement, College and Career Readiness and specific antipoverty PD for teachers. Each Phase increases $500 per year to advance growth and career potential.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6 — Program Budget Summary

County-district number or vendor ID: 178909

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature   Amendment # (for amendments only):

Project period: April 1, 2014, through August 31, 2016   Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15) Direct Program Costs	Year 1 Direct Admin Costs	Year 1 Total Budgeted Costs	Year 2 (9/1/14 – 8/31/16) Direct Program Costs	Year 2 Direct Admin Costs	Year 2 Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$619,625	$40,000	$659,625	$619,625	$40,000	$659,625
Schedule #8	Professional and Contracted Services (6200)	6200	$259,664		$259,664	$259,664		$259,664
Schedule #9	Supplies and Materials (6300)	6300	$14,216		$14,216	$14,216		$14,216
Schedule #10	Other Operating Costs (6400)	6400	$14,495		$14,495	$14,495		$14,495
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$0		$0	$0		$0
Total direct costs:			$960,000	$40,000	$960,000	$1,000,000		$1,000,000
Percentage% indirect costs (see note):			N/A	0	N/A	N/A	0	N/A
Grand total of budgeted costs (add all entries in each column):			$960,000	$40,000	$960,000	$1,000,000	0	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$1,000,000	$1,000,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$100,000	$100,000

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 178909			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teachers				
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator (Reports, Implementation and Accountability)		1	$25,000	$25,000
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk (Processing Extra Duty pay and Keeping up with Contracts)		2	$15,000	$15,000
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
15	Instructional Coach (PD and Targeting STEMS needs)		1	$52,000	$ 52,000
16					
17					
18		Subtotal employee costs:			$ 92,000	$ 92,000

Substitute, Extra-Duty Pay, Benefits Costs

19	6112	Substitute pay							
20	6119	Professional staff extra-duty pay						$ 451,250	$ 451,250

Extra Duty	#	Fall	Spring	Sum (bonus)	Totals
Step 1-Recruit (TA/Grads)-Bonus/PT	14	500	500	250	$ 1,250
Step 2-New Teacher-Mentees/Team	50	750	750	375	$ 1,875
Step 3-Professional - Choose PT	14	1000	1000	500	$ 2,500
Step 4-High Performing-Mentors/Lead PT	50	1250	1250	625	$ 3,125
Step 5-Masters-Evaluate	14	1500	1500	750	$ 3,750
Step 6-Professor-	14	1750	1750	875	$ 4,375

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⊤	'	Councils/funds							
		Principals-PT/Mentorship and oversight of teacher performances	14				$ 2,500		
21	6121	Support staff extra-duty pay							
22	6140	Employee benefits						$ 76,375	$ 76,375
23	61XX	Tuition remission (IHEs only)							
24		Subtotal substitute, extra-duty, benefits costs						$ 527,625	$ 527,625
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**						$ 619,625	$ 619,625

For guidance on when to submit an amendment for changes to salary amounts in line Items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178909	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Sub-grants Less Than $10,000

#	Description of Service and Purpose	Check If Sub-grant	Year 1	Year 2
1	Mentor Training (Dr. Gray/ESC)	☐	$5,142	$,5142
2	Teacher Evaluation and Observations Training with New PDAS Tools	☐	$ 9,323	$ 9,323
3				
4		☐		
5		☐		
6		☐		
7		☐		
8		☐		
9		☐		
10		☐		
b.	Subtotal of professional services, contracted services, or sub-grants less than $10,000:		$14,465	$14,465

Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to $10,000

Specify topic/purpose/service: Professional Development	☐ Yes, this is a sub-grant

Describe topic/purpose/service: Training (*See Schedule #16 for sample Fall listing*)

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: 5	$ 35,195	$ 35,195
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:	$ 35,195	$ 35,195

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-district number or vendor ID: 178909		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service: Professional Development Teams		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service: College and Career Training			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions: 1	$ 41,000	
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials: Services include: • Weekly PT Support by Consultants • Community Presentations • Full Campus Online Data • Teacher Leadership Development • PT Instructional Manuals for all schools		$ 2,500	$ 2,500
	Contractor's other operating costs		$ 1,500	$ 1,500
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:	$45,000	$45,000

	Specify topic/purpose/service: Professional Development Teams		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service: Technology Training			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions: 2	$ 31,000	$ 31,000
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials: Services include: • Full campus training for all 228 teachers at all 7 campuses • Cloud Purchase for all 7 schools • Building Cloud resources for each campus • Pilot projects resources for 4 Professional Development Teams		$ 54,000	$ 54,000
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:	$ 85,000	$ 85,000

	Specify topic/purpose/service: Professional Development		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service: Master Teacher Training			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions: 5 PD Consultants	$ 34,100	$ 34,100
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials-Books etc. Services include: • Master Teacher PD • Para Educator PD • Support Staff • Admin Ref Library • Full Campus Book Studies • On Site Workshops • Online PD		$22,522	$22,522
	Contractor's other operating costs (Reference Libraries)		$ 23,382	$ 23,382
	Contractor's capital outlay (allowable for sub-grants only)			

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		Total budget:	$ 80,004	$ 80,004

	Specify topic/purpose/service:	☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:		

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs			
5	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:		

	Schedule #8—Professional and Contracted Services (6200) (cont.)			
	County-district number or vendor ID: 178909		Amendment number (for amendments only):	
	Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to $10,000 (cont.)			

	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's sub-grants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for sub-grants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's sub-grants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for sub-grants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's sub-grants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for sub-grants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and sub-grants greater than or equal to $10,000:		$ 245,199	$ 245,199
a.	**Subtotal of professional services, contracted services, and sub-grant costs requiring specific approval:**			
b.	**Subtotal of professional services, contracted services, or sub-grants less than $10,000:**		$14,465	$14,465
c.	**Subtotal of professional services, contracted services, and sub-grants greater than or equal to $10,000:**		$ 245,199	$ 245,199
d.	**Remaining 6200—Professional services, contracted services, or sub-grants that do not require specific approval:**			
	(Sum of lines a, b, c, and d) Grand total		$ 259,664	$ 259,664

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)							
County-district number or vendor ID: 178909				Amendment number (for amendments only):			
Expense Item Description							
	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval: Supplies are mostly to support PDT in their respective projects.					$14,216	$14,216
	Grand total:					**$14,216**	**$14,216**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-district number or vendor ID: 178909		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$ 6,495	$ 6,495
	Specify purpose: Support of College Tours spearheaded by PDT.		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		$	
Remaining 6400—Other operating costs that do not require specific approval: Travel for teachers to go to state conference and supplies for Parent Engagement		$8,000	$8,000
Grand total:		**$14,495**	**$ 14,495**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #11—Capital Outlay (6600/15XX)				
County-district number or vendor ID: 178909			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds		
County-district number or vendor ID: 178909	Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 3,086			2013 Accountability Rating: Improvement Required	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	24	.8%	Attendance rate	93.1%
Hispanic	3,004	97.3%	Annual dropout rate (Gr 9-12)	3.0%
White	46	1.5%	STAAR met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	47%
Asian	2	.1%	STAAR commended 2011 performance, all tests (sum of all grades tested)	5.6%
Economically disadvantaged	2,767	89.7%	Students taking the ACT and/or SAT	68.3%
Limited English proficient (LEP)	126	4.1%	Average SAT score (number value, not a percentage)	1275
Disciplinary placements	119	3.3%	Average ACT score (number value, not a percentage)	16.1

Comments: 5 schools were classified as <u>Needs Improvement</u> with 3 focus schools as designated by TEA.

*<u>Less than 2%</u> of poor Robstown ISD students graduate with a BA/BS after 6 years of graduating from high school much less for graduate and doctorate work. A problem that will be the upmost challenge for RISD is to create a higher vision for these students and to work closely with parents to begin preparing students for both College and Career Completion (Texas Higher *Education* Coordinating Data for 2012 RISD Graduates).

*RISD has double the teachers that have no degree or certification as the state's rate as the shortage of teachers flock to the bigger higher paying surrounding cities with less at risk students. The average starting RISD salary of $33,777 for new teachers is <u>$8,101 short</u> of the state's rate of $41,878. MASTERS will allow for competitive hiring and retention within the Coastal Bend Area.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	4	1.8%	No degree	3	1.4%
Hispanic	182	82.1%	Bachelor's degree	169	76.1%
White	34	15.1%	Master's degree	50	22.8%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	47	21.2%	Avg. salary, 1-5 years exp.	$34,995	N/A
6-10 years exp.	41	18.5%	Avg. salary, 6-10 years exp.	$37,877	N/A
11-20 years exp.	49	22.2%	Avg. salary, 11-20 years exp.	$46,404	N/A
Over 20 years exp.	66	30%	Avg. salary, over 20 years exp.	$52,445	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 178909 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	244	261	248	253	220	213	192	205	255	209	272	180	163	171	3,086
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	244	261	248	253	220	213	192	205	255	209	272	180	163	171	3,086

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	10	12	12	13	14	13	13	12	11	12	10	13	14	12	171
Open-enrollment charter school															
Public Institution															
Private nonprofit															
Private for-profit															
TOTAL:	10	12	12	13	14	13	13	12	11	12	10	13	14	12	171

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Comprehensive Needs Assessment prioritized and identified School Improvement in all campuses with no PD coordinator, no sustained PD calendar and a wide range of teaching needs that get performed through limited and strained budgets. MASTERS utilized a comprehensive needs assessment process (see chart below) student performance on the student achievement indicators, and other appropriate measures of performance including but not limited to multiple data, resources, reports, and Campus Improvement Plans (CIP) indicators. The district then formulates committees and teams to focus on gathering data for assigned category areas. The district will split fund staff and all PD to maximize resources by collaborating on MASTERS costs with Professional Development, conferences, programs, and hardware whenever possible in an overall district plan discussed in the management section. The District wide committee was comprised of the Superintendent, Assistant Superintendent of Curriculum and Instruction, Federal Program Director and external consultants along with presentations at all schools.

Weaknesses	Comprehensive Needs Data Sources	Greatest Needs
Student Achievement:	AEIS Reports (STAAR State Assessment Data); Grade Speed (GPAs and teacher-input data); TELPAS Results; AEIS Reports; AYP and State Data tables; Grades and Benchmarks, MS Completion, GED, Dropout rates; college readiness indicator data AP, SAT, ACT, Dual Enrollment STAAR	College Readiness Graduates were 50% lower than white students in Math/ELA
School Culture and Climate	Planning meetings, surveys of all students, teachers, and parents; Student Focus Groups, comprising representative sample of all student populations; statistical analyses of these data, combined with Student Achievement and Demographic sources. Parent Focus Group; Teacher Focus Groups; Teacher Interviews; Online Feedback, School Walkthroughs Reports; In-School Suspension records	Less than 3% of poor SBHS graduate students receive a Bachelor's degree.
Staff PD	Reviewed-Curriculum; campus scope and sequence development; testing coordinator database; District Benchmark Data; Lesson Plan Collections; Teacher Surveys; School and program schedules, CIP Reports	No current PD Coordinator for over 500 teaching staff
Family and Community Involvement:	Reviewed-Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for situation and school; Family Language Data; Local Higher Institution Interviews and Contact. School Context and Organization: School Geographical Data; Mentor Teacher Information; Administrative Interviews; counselor interviews.	100% Free and Reduced Lunch Rates and 97% Hispanic students.
Campus and Home Technology:	Reviewed-STaR Chart, Professional Development Records; Technology Audits; Technology Plan; technology server, infrastructure, hardware assessment; technology Director interviews: In-depth analysis of Special Programs data, college readiness indicator data, credit-recovery programs, enhanced teacher appraisal system data, curriculum alignment processes, differentiated strategies processes	Teachers need intensive technology training for Integrated one-to one technology solutions
Community Demographics	Reviewed-Enrollment Figures from Student Plus (District's student information system); Grade speed (District Grade book); AEIS Reports; Future Student Transfer rates provided by District; Feeder Elementary School Data; Dropout and Pregnancy Reports.	Less than 50% of students stay on track to graduate HS
Staff Quality, Recruitment, and Retention:	Reviewed-Professional Development and Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification Data; Staff Tenure Data; Teacher-Student Ratios; Completion, GED, Dropout rates; Professional Development Reports; STaR Chart; Grievances.	Many non certified teachers fill core positions cue to lack of teachers.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, In rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response Is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	High Teacher Quality and Master Degrees	Attend Quality National Conferences (Harvard Institute, Title I, Hope Foundation) for turnaround models leaders; Attend ESC1 MASTERS workshops; Provide Leadership Mentoring with one on one HQ Mentor; Target RISD Leadership Exceeds Competencies with RISD Leadership PDAS Evaluation; Provide Distributed Leadership Training Workshops and Provide a comprehensive school wide PD program such as Master Teacher to guide leader toward campus teamwork. Math/Science Coaches with new classroom instructional aides will help bolster higher scores with intensive teacher classroom modeling. Targeting Profile PD will help provide home visits for weakest students. Increase comprehensive Master Teacher comprehensive PD Services for all teachers to include special education and Para professionals; Increase online and onsite PD for immediate support & intervention with PD; Increase Technology Usage with Tablets and CLOUDs.
2.	Parent and Community Engagement for College Readiness	Offer extensive monthly workshops for both college and career completion with PDT. Increase parent communication with technology and family education; Increase parent workshops for Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Increase School Pride with new student clubs and motivational trips; Provide Field Exploratory Trips In STEMS; Provide online support for parents for student homework support; Provide Grade level College tours; Increase college mentors and male role models; Provide new College and Career Events; Provide community support with food, clothes and school supplies center.
3.	Academic Standards	RISD is in NEEDS Improvement at 5 campuses with 3 schools considered Focus schools by TEA. Teachers will be given good feedback from fair multiple measures on evaluations and observations to make the necessary improvements to create district wide change towards Exemplary. MASTERS will improve student achievement with STAAR Standards Includes: Passing STAAR all grades all subjects as only 47% currently meet or exceed standards and only 5.6% alone exceed standards by using teacher evaluations to improve classroom practices for higher level learning skill sets; Improve Student Achievement in Mathematics passing STAAR to include specialized PD and data disaggregation for new Teachers; Improve Student Achievement in Science passing STAAR with new PT Teams targeting supplemental resources and hands on projects; Improve Student Achievement in Writing to passing with C-SCOPE PD and Social Studies with Master Teacher and ESC workshops.
4.	Extended Learning Time	Align with RISD ACE program for targeting extended Learning Time with flexible block schedules for Math; Provide extra-curricular clubs with Teacher Incentives; Provide Before School and summer school support for a morning lab; Provide Parent and Community evening events to engage MASTERS academic and social support to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology coach; Provide Saturday cultural festivity events for parents and students; Provide Adult Education to provide ESL, GED, Technology and Parenting skills.
5.	Data to Drive Instruction	Improve Teacher Technology Targets with STaR Chart; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)on PDAS for campus average of 35%; Improve Quality Professional Learning Opportunity by adding MASTERS workshops; Improve Teacher attendance and Student Attendance; Improve STAAR data plan with DMAC/AEIS and achieve a school rating from Acceptable to Exemplary; Improve the use of Standardized Test Reviews; Improve Tutorials for at risk/ Low Performing students (LP) with Research based online SES tutoring for specialized RTI students.

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Schedule #14—Management Plan	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be Involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	SIRC/ TAP Master Teachers Consultants	Master teacher Program with over 40 years of PD experience nation-wide will spearhead all PD training for RISD. ESC 1 Regional Trainers in Education will supplement STAAR training and specific training for area initiatives like C-Scope. Preferred education Ph.D.
2.	Professional Team (PT) Consultants	American Dream Schools will help develop PT in each school campus. The consultants will have 23 years experience with turnaround schools and college readiness. Preferred education Ph.D.
3.	Evaluation Consultants	The Marzano Center with Robert J. Marzano, Ph.D. will be contracted to lead high quality evaluation training and observations. Preferred education Ph.D.
4.	Mentoring Consultants	Mentoring Corporation will help develop a strong mentoring program with fidelity, training and ongoing support for four years. Dr. Grey has extensive published experience and uses research based practices in all his work. Preferred education Ph.D.
5.	Technology Consultants	Cloft and Vision Ed will be used to help implement a stronger technology design through a community Cloud and will help develop the teaching skills necessary to launch at each campus. Preferred education Ph.D.

#	Objective		Milestone	Begin Activity	
1.	MASTERS will create a 6 Phase Process for a Teacher Development Cycle (TDC).	1.	Standardize 6 Phase Process for TDC	04/01/2014	06/31/2016
		2.	Standardize Process for Mentoring	04/01/2014	06/31/2016
		3.	Standardize 6 Phase Process for Sustainability	04/01/2014	06/31/2016
		4.	Standardize 6 Phase Process for Budgeting	04/01/2014	06/31/2016
		5.	Refinements for 6 Phase Process TDC	04/01/2014	06/31/2016
2.	MASTERS will create a stronger Evaluation program to add multiple measures and observations	1.	Develop New Evaluation Process	04/01/2014	06/31/2016
		2.	Train High Performing Teachers for Evaluations	04/01/2014	06/31/2016
		3.	Train High Performing Teachers for Observations	04/01/2014	06/31/2016
		4.	Use Multiple Measures in Evaluation	04/01/2014	06/31/2016
		5.	Connect HQ PD to evaluations and observations	04/01/2014	06/31/2016
3.	MASTERS will create PD that engages Professional Teams (PT) for collaboration	1.	Provide HQ PD for Classroom Supports	04/01/2014	06/31/2016
		2.	Provide HQ PD for PT	04/01/2014	06/31/2016
		3.	Provide HQ PD for Data Disaggregation	04/01/2014	06/31/2016
		4.	Provide HQ PD for College Readiness	04/01/2014	06/31/2016
		5.	Provide HQ PD for Campus Councils	04/01/2014	06/31/2016
4.	MASTERS will create Teacher Training through the addition of highly qualified trainers and Master Teacher Program	1.	Contract and schedule HQ Trainers in PD	04/01/2014	06/31/2016
		2.	Contract and schedule HQ Trainers in PT	04/01/2014	06/31/2016
		3.	Contract and schedule HQ Trainers in Mentoring	04/01/2014	06/31/2016
		4.	Contract and schedule HQ Trainers in Technology	04/01/2014	06/31/2016
		5.	Contract and schedule HQ Trainers in Evaluations	04/01/2014	06/31/2016
5.	MASTERS will create a comprehensive Teacher Induction system to include a mentoring program	1.	New Induction System that includes Early Hires	04/01/2014	06/31/2016
		2.	New Teacher MASTERS Orientation	04/01/2014	06/31/2016
		3.	Complete MASTERS contracts for all PD Training	04/01/2014	06/31/2016
		4.	Mentor selection process for 50 teachers	04/01/2014	06/31/2016
		5.	Mentee selection process for 50 teachers	04/01/2014	06/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Feedback and Continuous Monitoring Process (see chart below) will be in place for the Educator Excellence Innovation Program that ensures adequate monitoring of the attainment of goals and objectives and proper adjustments.

Feedback and Continuous Improvement Areas	Practices that help Grant Issues and Areas Meet Goals and Objectives	
Internal Control Systems	✓	Preparing grant policies and procedures before implementing grants
	✓	Consolidating information systems to assist in managing grants
	✓	Providing grant management training to staff and grantees
	✓	Coordinating programs with similar goals and purposes
Performance Measures	✓	Linking activities with program goals
	✓	Working with grantees to develop performance measures
Pre-Award Process	✓	Assessing applicant capability to account for funds
	✓	Competing grants to facilitate accountability
	✓	Preparing work plans to provide framework for grant accountability
	✓	Including clear terms and conditions in grant award documents
Managing Performance	✓	Monitoring the financial status of grants
	✓	Ensuring results through performance monitoring
	✓	Using audits to provide valuable information about grantees
	✓	Monitoring MASTER partners as a critical element of grant success
Assessing and Using Results	✓	Providing evidence of program success
	✓	Identifying ways to improve program performance

All changes in the grant pertaining to compensation, TDC changes or objectives will be communicated immediately to all stakeholders The overall responsibility for implementing the project's evaluation plan, at the district level, is the responsibility of the Part Time Project Coordinator (PD). RISD understands grant timelines, amendments, and other grant protocol for proper changes and the importance of goal attainment and fidelity of implementation.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD ensures through weekly meetings that all project participants remain committed to the project's success and have a voice in making sure that the grant meets all perspective needs at each campus. MASTERS will involve ongoing and existing efforts by RISD that are similar or related to the planned project (see Chart Below) to coordinate efforts and strategic long-term plans in order to maximize effectiveness of grant funds. This ensures that the grant goals and objectives align with existing campus improvement plans and does not come in and uproot current efforts and initiatives. The following contains the Sustained Elements for RISD:

1. *Understanding CORE TEKS/STAAR with STAAR and College Readiness Training*
2. *Create School Professional Teams to Deploy Leaders with Professional Teams at each campus*
3. *Training teachers for grant proposals and grants with Ongoing Grant Submissions*
4. *Creating School Councils with Parent, Business and Community Engagement*
5. *Classroom Walk-through's w/ Reflective Practices with Trained community and campus reviewers*
6. *Using mentoring skills to improve instruction with Experienced mentors, new teacher support*
7. *Establish Partnerships with College with College readiness elements and college tours*
8. *Testing Accountability & Disaggregation of Data with Timely Early Warning Reviews of At Risk Students*
9. *Effective Use of the Data Management System with HQ Leadership and CIP Team*
10. *Creating Professional Teaching & Learning Communities with School Teams, Community Support*
11. *Critical Thinking K-12 Bloom's Taxonomy with HQ Teacher effectiveness with online evaluation tools*
12. *New Teacher Academy with HQ teachers utilizing Cloud for both classroom and home*

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 178909		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Participant Rosters per 6 Phases of MASTERS with evaluations	1.	Provide 100% new HQ PD for Classroom Supports
		2.	Provide 100% new HQ PD for PT
		3.	Provide 100% new HQ PD for Data Disaggregation
2.	Evaluations and Observations Reports to include rosters, evaluation forms, and data collections	1.	Develop New Evaluation Process
		2.	Train High Performing Teachers for Evaluations
		3.	Train High Performing Teachers for Observations
3.	Reports to include rosters, evaluation forms, and data collections by evaluator	1.	100% New Induction System that includes Early Hires per campus
		2.	New Teacher MASTERS Orientation for 100% of new teachers
		3.	New Mentoring System for 50 participating teachers
4.	Induction Reports to include rosters, evaluation forms, and data collections	1.	All Apprentice/Professional teachers will receive HQ Training and PD
		2.	All Expert teachers will receive HQ Training In PT
		3.	All High Performing teachers will receive HQ Training in Evaluations
5.	Reports to include budgets, TDC forms, and data collections for sustainability purposes	1.	Contract and schedule HQ Trainers in Technology
		2.	Standardize 6 Phase Process for TDC
		3.	Standardize 6 Phase Process for Sustainability

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data.? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Problem Correction. The problems with project delivery will be identified early through the PTE Coordinator attending all MASTERS Events and corrected through ongoing consulting with administrators and Superintendent. Any changes to the MASTERS Design will follow proper protocol for TEA grants in changing budgets (amendments) or changing scope through formal approval. Problems with the grant will be brought up to the Assistant Superintendent for immediate resolutions. In order to avoid any problems with payments, training and expectations all teachers will attend a MASTERS Orientation and sign a contract for the required PHASE responsibilities and expected stipend payments. No exceptions will be made to the amounts of money earned at each level and all Policies and Procedures by LEA local will be enforced.

Data Collection. The processes for collecting data will be on the responsibility of the grant coordinator as a monthly report will be required with the status on the goals and objectives of the grant. MASTERS will provide both a Qualitative and Quantitative Data Collection Process that includes collecting and utilizing various methodological data collection methods (i.e. surveys, interviews, focus groups, structured observations, etc.) at RISD to include program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. The methodology identified to collect and analyze data will be rigorous, systemic, statistical and descriptive. The following evaluation methods will be used to improve the quality of instruction and obtain continuous improvement results and help decipher the disaggregated data results that occur immediately after each grant activity. To ensure an unbiased and thorough evaluation plan, MASTERS will develop objective performance measures which will include data disaggregation aligned with DMAC support and evaluation instruments, to be developed and collected monthly. Grant staff during the project's FY 1-4 phase, will capture data on variables that will inform the project on the extent to which the proposed goals have been realized. Formal project evaluation meetings will be conducted quarterly for collecting and discussing data results. DMAC Solutions consists of a suite of web-based applications developed to assist RISD with assessment and curriculum data needs. The turnover ratio at each school will also be considered based on retirees and new teachers.

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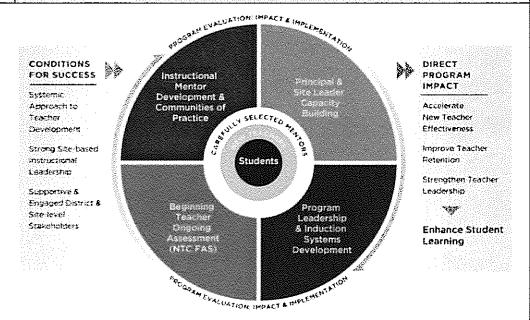| Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Induction System.
MASTERS will use the New Teacher Center Model (NTC) to design a strong induction and mentoring program to improve teacher retention and student performance (see chart on right). This will help new teachers understand the different teaching career levels offered and to encourage refining their teaching and leadership skills with careful assistance and guidance. MASTERS will recruit and select new teachers from the ranks of high achieving recent college graduates at targeted universities, high performing educator preparation

programs approved by TEA, or with a proven record of success in improving student performance from the Teacher Development Cycle and Teacher Assistant Program, and adopting early hiring practices, such as providing notification incentives to teachers resigning or retiring at the end of the school year. Expert mentors will be required to attend two mentor trainings, one conducted by Region One ESC, and one by the District under Dr. Gray from Mentoring Solutions. RISD will be aggressive in finding and recruiting teachers specifically in core subject areas typically hard to fill due to talent and competiveness from other school districts across the state. This will ensure proper academic performance measures based on the STAAR exam in critical subject areas like science and math. MASTERS Induction and mentoring will require beginning teachers to attend a full day Human Resources training for new teachers and a 1 day District training on curriculum. In addition, there will be a mini school orientation conducted by the principal for beginning teachers. The district will pair up a tenured teacher (mentor) with a newly hired (beginning) teacher to help with the novice teacher's needs and concerns. The selection of the mentor will be left up to the principals and project coordinator under s a specific set of eligibility criteria. The Principals ordinarily have a great insight as to the strengths, weaknesses as well as to the personality type of the tenured staff. This information is helpful in making the match of the mentor to the beginning teacher a bit easier. There are currently no standards on recording or documenting contacts with the beginning teacher or standard tools for determining outcomes with no official mentoring program in place.

Mentor Development. The MASTERS mentoring program is collaboratively developed with the full participation and agreement of district officials and the local teachers. Experience has shown that the most effective mentoring programs is when it is planned with the input of representatives of the recipients of the training. Therefore, both the mentor and mentee will agree and sign a contract agreeing to the plan before beginning the program. Confidentiality of information obtained by the mentors in their work with their assigned mentees will be maintained, as the mentor will serve in a strictly guidance and support role. Ensuring confidentiality of the participants' interactions, helps to create a truly collegial relationship, inviting honesty, risk-taking, and self-reflection by the novice teacher about the practice of teaching. Former Mentors (Tier III) may also serve in an evaluative role relative to their assigned new teachers if this responsibility is negotiated and incorporated into the appropriate MASTER agreements. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program will not be used for evaluating or disciplining the new teacher. The mentor will fulfill a variety of roles for the novice teacher: guide, advocate,

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confidante, subject expert, "critical friend", champion, and reflective partner, all of which can be considered in light of the overall goals of the mentoring program. **Selection.** MASTERS Mentors will be selected based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills and a willingness to serve as a mentor. Particular consideration will be given to teachers with Tier I completion or recognized teaching excellence. MASTERS seeks teachers with leadership qualities, organizational skills, experience with informal mentoring, and positive attitude toward professional growth to include self-confidence, enthusiasm for teaching, and the ability to see many different ways to accomplish a purpose or goal, as desirable in mentor candidates (NYSED, 1989). **Activities.** MASTERS Mentoring activities Include joint lesson planning, coaching, observations, reflection activities, and curricula development around the TEKS Learning Standards. Other activities include modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture. MASTERS will allow periodic leave from class time for mentors to carry out mentoring activities to ensure that an adequate opportunity for mentoring activities takes place, including release from instructional time, release from duties, the use of superintendent conference days, and summer orientation. Teams will schedule common planning sessions, release the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and provide time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions. **Stipends.** MASTERS Plans are to develop 50 beginning teachers by employing 50 qualified tenured teacher mentors. The Stipends for mentors and mentees is based on their Step Level ($500-$3,000 per semester with half on Summers tied as a bonus.   In turn, the district is committing principals to oversee the beginning teacher induction and mentor grant at each of the campuses. Each principal's stipend for over viewing all PDT/PD and Mentoring program is $3,000 per semester with half on summers or tied to bonus. MASTERS will use grant funds to provide allowable mentoring activities to include classroom leave. Plans are to develop 50 beginning teachers by employing 50 qualified tenured teacher mentors. In turn, the district is committing principals to oversee the beginning teacher induction and mentor grant at each of the campuses. Each principal's matching cost is $3,000 or about 5% of their time to oversee this program. Substitute pay to fill in for release time of mentors will be a allowed and budgeted. This individual will complete all required forms and will ensure that the grant's goals and objectives are being met. MASTERS will contract with Mentor Corporation ($8,500) and ESC Region One for training of the selected mentors for this grant program. The cost associated with this training includes a 2-day training. The contract with the ESC Region One (TXBESS) training will then be $3,350 per year. Stipends for either the Mentor and Mentee will be at their appropriate Phase Levels (1-6) as per allowable budget and will be Inclusive of all MASTERS activities. **Training.** Mentors will learn a 6 Phase Prices (as per chart below)in order to grow teachers into successful protégés. MASTERS Training for mentors includes the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, time management methodology, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice and establishing effective communication with parents and colleagues. MASTERS will conduct a 2-day training for participating mentors. Mentors will be trained to employ Situational Mentoring so they can use 4 Mentoring Styles in a flexible manner to equip protégés with what the mentor knows and to empower what protégés want to do and become –as illustrated in Gray's Mentor-Protégé Relationship Model. **Observation Opportunities.** Mentees will be allowed to observe others teachers as part of their training program even teachers in other schools. A follow-up self assessment report will be made on transferring skills to their classroom. Observations will be directed for all New and Apprentice Teachers. The commitment from the mentoring program will be for one year with some teachers leading the mentoring training in the future with support from Dr. Gray's Mentoring Corporation.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 2: <u>Required</u> - Describe the Phases taken In conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response Is lImited to two pages, front side only. **Use** Arial font, no smaller than 10 point.

The MASTERS Observation Rubric is organized around <u>8 domains of a teacher's job performance</u>: Planning and Preparation for Learning ; Classroom Management ; Delivery of Instruction; Monitoring, ; Assessment, and Follow-Up ; Family and Community Outreach ; Professional Responsibilities: Sample <u>Classroom Management Domain</u> Below

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating:_____ Comments:

The rubric uses a four-level rating scale with the following labels: 4 – Highly Effective; 3 – Effective; 2 – Improvement

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Necessary; 1 – Does Not Meet Standards

Observation Schedule: The following MASTERS observation schedule is a sample for all Elementary Schools:

Evaluation	Evaluator	Evaluated	Completion 2014-15	Completion 2015-16
Fall Evaluation	Principal	Teachers with <3yrs. Teachers In 1st yr. Teachers > 3 yrs. At Principal's discretion	January	December
Spring Evaluation	Principal	Teachers with <3yrs. Non renominated	March	March
Spring Evaluation	Principal	Teachers with <3yrs. Eligible for renomination	June	June
Spring Evaluation	Mentor	Teachers with <3yrs.	June	June
Spring Evaluation	Peer	Teachers > 3 yrs.	June	June
Spring Evaluation	Principal	Teachers > 3 yrs.	June	June
Spring Evaluation	Principal	Teachers > 3 yrs. (Pay)	June	June

The Chart below indicates the process and goals of both pre- and post-observation meetings,

	Administrator Planning	Purpose and Goals
Pre- Observation Conf.	The observer will provide a minimum of a 2 day notice for formal observations. The teachers will submit the Pre-observation conference tool to the observer at least 24 hours prior to the pre-observation conference. The POC may take place in person or via electronic media such as telephone or email.	Lesson objectives Alignment with state curriculum standards The instructional strategies that the teacher will use planning to implement during the lesson Connections with past and/or future lessons Give teachers an opportunity to demonstrate their Domain skills . Give the teacher an opportunity to ask the evaluator to observe any components on which the teacher would like additional input. Drive rigor into the planning and preparation process which leads to effective classroom instruction. Evaluate teacher performance on Domain 1
Post-Observation Conf.	The observer will meet face to face for a candid discussion on the evaluation. The observer will provide feedback within 10 business days. The teacher will asked to reflect on the observation for ideas to be shared collaboratively. The summary is uploaded to employee files and follow up is given for phase level and or added PD.	Give teachers support with lesson strengths Give teachers clarity on Teacher Evaluation Handbook Give teacher suggestions for improvement Add Strategies, or professional development suggestions for different teaching approaches Referrals to next MASTERS phase

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Rubric: Eight domains will be evaluated on teacher evaluations based on the <u>sample Professional Development and Appraisal System</u> (PDAS Domains I-VIII) below:

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PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

APPRAISAL FRAMEWORK

</div>

Domain I: Active, Successful Student Participation in the Learning Process

Evaluation Dimensions:
a. Quantity and quality of active student participation in the learning process is evident.
b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines.

EVALUATION CRITERIA			
Exceeds Expectations	*Proficient*	*Below Expectations*	*Unsatisfactory*
ALMOST ALL OF THE	**MOST OF THE**	**SOME OF THE**	**LESS THAN HALF OF THE**
1. Students are actively engaged in learning.	1. Students are actively engaged in learning.	1. Students are actively engaged in learning.	1. Students are actively engaged in learning.
2. Students are successful in learning.	2. Students are successful in learning.	2. Students are successful in learning.	2. Students are successful in learning.
3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).	3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).
4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.	4. Students are self-directed/self-initiated as appropriate to the lesson objectives.
5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.	5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.

The **Evaluation Domains** are:
I. Active, Successful Student Participation in the Learning Process
II. Learner-centered Instruction
III. Evaluation and feedback on Student Progress
IV. Management of Student Discipline, Instructional Strategies, Time/Materials
V. Professional Communication
VI. Professional Development
VII. Compliance with Policies, Operating Procedures and Requirements
VIII. Improvement of All Students' Academic Performance

Standards and Evaluation Process. MASTERS will offer an annual process for all teachers to be formally evaluated once a year. The evaluation will have clear, rigorous expectations based on clear standards of instructional excellence that prioritize student learning. Multiple Measures will be used to consider performance, primarily the teacher's impact on student academic growth. The evaluation will utilize four to five rating levels to describe differences in teacher effectiveness. The program will give regular feedback and encourage frequent observations with constructive critical feedback. The evaluation outcomes will matter and evaluation data will be a major factor in key employment decisions about teachers. Let it be known that educational practice is to make formal observations be a productive tool for helping teachers become more effective (Hopkins, 2005). There are three main steps to the formal evaluation process: **Pre-Observation-** In order to best facilitate the observation process, the administrator and the teacher will meet sometime before the lesson occurs. They will discuss the particulars of the lesson so that both parties are very clear what will occur. The administrator will be afforded with content that will be covered and the methodology that will be used to cover it. The objective will be clear and also align with state and district goals. The dialogue that ensues is designed to bring about clarity for both parties. It is also an avenue to address the teacher's areas of concern, to which the administrator would offer helpful ideas. The more clarity achieved during this process will translate to greater gains as a result of the observation and post-observation process -- making the final write-up during the post-observation part of the process easier to perform. **Observation-** During the pre-observation part of the process, the teacher and administrator discussed exactly which lesson and those strategies that will be used. This information will be at the forefront of the administrator's mind. It will become the focus of the observation. The administrator will document what actually occurs. The content that

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the teacher addresses and the methodologies used will be noted. The administrator will also document other issues, such as the procedures used in the classroom, how the teacher handles student questions, and whether or not district policies are upheld. The administrator will use this information to develop a post-observation write-up. **Post-Observation**- Now that the administrator has documented the activities that occurred, the administrator will now begin the write-up process. The administrator will reflect on the lesson via the notes that were taken and develop a list of teacher strengths and weaknesses. Furthermore, the administrator will include suggestions for growth. These suggestions are vital for helping the teacher overcome obstacles and reaching his or her teaching potential. The final write-up is not the true goal of the process. The write-up is only a tool for helping teachers grow and it instills growth by providing both an honest and fair feedback method for the teacher.

Teaching Assessment
- ♪ Lesson Objectives to assess Alignment to rigorous standards
- ♪ Clarity of lesson objectives to assess Differentiation of lesson objectives
- ♪ Lesson Strategies, Activities, and Delivery to assess activation of students' prior knowledge
- ♪ Use of strategies that are appropriate for the lesson to assess use of activities and student work that
- ♪ Differentiation of strategies, activities, and student work to assess engagement of active learners
- ♪ Communication of accurate, relevant content, key concepts and understandings to assess student benefit
- ♪ Pacing and use of class time to assess collaboration with co-teachers and aids
- ♪ Physical Environment to assess acquisition of resources and supplies needed for the lesson
- ♪ Classroom organization to assess planned teacher-to-student and student-to-student interactions
- ♪ Appropriate accommodations for special needs students to assess appropriate classroom management Teacher
- ♪ Leadership to assess classroom rules, expectations and procedures that minimize down time
- ♪ Student discipline/behavior to assess maximize student engagement in the material
- ♪ Reinforcement of positive behavior; redirection of off-task conversations to assess behavioral disruptions
- ♪ Reinforcement of school-wide norms and routines to assess modeling of personal responsibility
- ♪ Student Engagement and Real-Time Assessment to assess students' active learning process
- ♪ Students' perseverance through material to assess students' timely completion of assignments
- ♪ Assessment of students' understanding to assess using real-time techniques that aligns to lesson
- ♪ Identification and correction misunderstandings to assess movement of students learning levels
- ♪ End-of-Class Assessment and Student Mastery of Objectives to assess students' mastery of lesson
- ♪ Evidence that students have mastered the lesson to assess learned objectives for track unit plans

Evaluation Details. The following steps will be taken in order to give each teacher a fair evaluation contingent on the tenure and policy of the ISD. All conferences will take 30-45 minutes in length and will occur during the teachers conference period. **Goal Setting Conference**: Ideally in September, and at least by Oct. 31st, the administrator will meet with every teacher to jointly set goals for the school year. Teachers will also develop areas of focus for their own teaching. The pair will develop a teacher development plan for the year that discusses how, what, when, and who will provide development opportunities for the teacher. **Professional Interaction and Data Gathering**: Throughout the year, Administrator will regularly visit the classroom of every teacher and provide on-going situational feedback about what they observed. Administrator will provide teachers with feedback, in whatever format is most convenient and conducive to the professional relationship. **Mid-year Conference**: Ideally by the end of January, and at least by March 1st, a mid-year conference between the administrator and teacher will occur. To encourage self-reflection, teachers are encouraged to complete the Teacher Evaluation and Development Conference Form as a reflection tool. During the mid-year conference, the administrator and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The evaluation will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. They will reassess the teacher's area of professional focus and development plan, making adjustments as needed. During the mid-year conference, administrators will inform teachers of the range of ratings they are likely to receive, based on the current data and collegial conversations that have occurred prior to the mid-year conference. **End of Year Conference**: Before the end of the school year, an End of Year conference evaluation will occur. In this conference, the evaluation will review the final student learning results for students in the teacher's class(es), and the teacher's summative level of performance. Teachers will self-assess and provide copies to the administrator and is encouraged to provide copies of their final feedback to their mentor teacher in advance of the meeting. The evaluation requires standardized test data to complete the evaluation of a teacher's performance, then the end of year rating will be considered tentative pending the growth scores of the standardized tests. A final summative rating would be confirmed in the goal setting conference the next year. MASTERS adjustments will be made for teacher with specific PD and assignments for next teaching phase.

Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 4: Required – Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.
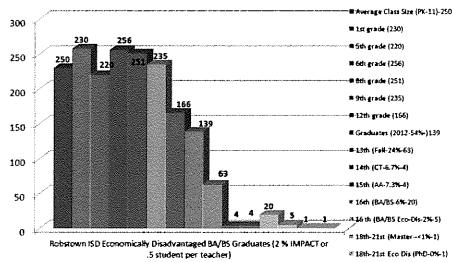
Collaboration Opportunities. As per the graph on the right RISD is challenged to create college grads as less than 2% (from 1st grade) of poor students graduate with a BA/BS degree within 6 years of graduation. MASTERS will create collaboration Professional Development Teams (PDT) within the school week for teachers to discuss and share pedagogical strategies specifically those that lead to Career and College Completion. Teachers will be included in helping develop and increase teacher and school leader effectiveness to include the use of rigorous, transparent, and equitable evaluation systems for teachers that take into account

Are We Creating College Grads?
Robstown Independent School District

Robstown ISD Economically Disadvantaged BA/BS Graduates (2 % IMPACT or .5 student per teacher)

- Average Class Size (PK-11)-250
- 1st grade (230)
- 5th grade (220)
- 6th grade (256)
- 8th grade (251)
- 9th grade (235)
- 12th grade (166)
- Graduates (2012-54%-)139
- 13th (Fall-24%-63)
- 14th (CT-6.7%-4)
- 15th (AA-7.3%-4)
- 16th (BA/BS-6%-20)
- 16 th (BA/BS Eco-Dis-2%-5)
- 18th-21st (Master-<1%-1)
- 18th-21st Eco Dis (PhD-0%-1)

data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. The evaluation system will be designed and developed with teacher and principal involvement. MASTERS will also help identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates; Teachers will help provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served and differentiated instruction that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school strategies. MASTERS will also implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Teachers will help design Comprehensive instructional reform strategies that use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and that promotes the continuous use of student data such formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students. MASTERS will help increase learning time and creating community-oriented schools and will establish schedules and strategies that provide increased learning time; and provide ongoing mechanisms for family and community engagement. MASTERS Professional Teams will help provide operational flexibility and sustained support to give the school sufficient operational flexibility such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and designated external consultants.

PHASES1-2–New Teachers preferably under 5 years of teaching experience will be required to meet with other teachers concerning state testing standards, classroom management skills, parent engagement, team participants. The

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Professional Development Teams will suggest appropriate additional PD for both online and conferences that new teachers can apply as a mentee. Phases 1-2 teachers will not be required to lead but participate in Professional Development Teams (PDT) that occur during teacher planning meetings once a month. They will be given assignments and tasks to complete for the team. The Teams will target Parents, Test Scores, School Awards, Grants, Community Engagement, Technology Integration and College and Career Completion.

Professional Teachers with over 5 years of teaching experience will be required to complete a more intense leadership and mentoring program to help the campus meet accountability standards. Teachers will be trained with Dept leadership, disaggregation and use of Data, Leading a Professional Collaborative Team and mentor training to train new teachers per year. Phases 3-4 teachers will encounter especially difficult situations and will receive different kinds of mentoring assistance to handle it. Difficult situations such as: solving a critical problem (e.g., establishing classroom management practices) or making a major transformation (e.g., becoming a Professional). Dr. Gray will train mentors to use his 6-Step Mentoring Process so mentors avoid two kinds of ineffective assistance: telling protégés what to do or expecting them to figure out what to do when they cannot.

High Performing, Masters and Professor Teachers with over 10 years of teaching experience will be given higher level leadership in their respective campus and district. Teachers will execute mentor training, enhance pedagogical campus improvements, write grants for school and will perform multiple observations of teachers while assembling councils such as colleges, parents, businesses and communities. Lead teachers will be prepared for Instructional Coaching, Assistant Principals, Administrators, Parent Facilitators, and Community Liaisons so that the school has many more leadership in key critical deficiencies such as low parental engagement, lack of resources, exposure to higher education, business partnerships, and limited instructional supports.

Accommodations for Pedagogical Strategies. MASTERS will extend or restructure the school day (126 Hours estimated) so as to add time for such strategies as advisory periods (Summer Planning) that build relationships between students, faculty, and other school staff. MASTERS will Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. *More importantly do the small things that make big impact such as caring for students.* Currently, The teacher conference period is being used monthly to organize and develop Professional Development Teams with the support and assistance of an external consultant. These teams will help build supplemental leadership in making positive changes for all stakeholders. One teacher alone cannot address all students' achievement issues. Monitoring and intervening with at-risk kids must be a school-wide process specifically when you're dealing with severe poverty issues in the home. MASTERS will take the following steps to ensure that accommodations are made for new pedagogical strategies specifically to give TIME for these strategies to occur:

- Chart student performance and disaggregate this data by subgroups and individuals.
- Meet with administrators three times a week
- Review student work and data
- Share best practices tied to instructional focus
- Develop differentiation strategies
- Each meeting is led by a content area coach or administrator
- Phys. ed teachers to provide phys. ed for students while grade level teachers meet
- Grade level meetings with common agenda
- Teams fill out notes template after each meeting Structure
- Administrators and coaches collect notes to monitor effectiveness
- School leadership continually communicates commitment to strengthening teacher relationship, keeping in mind, high learning standards to determine which content to spend the most time on. Bloom (1976) found that the amount of time devoted to a content area makes a substantial difference in how well students learn that content.
- Set up a collaborative process for teachers to discuss learning standards and make these determinations.
- Plan to use the instructional strategies that have the highest payoff for the amount of time needed on the activity.
- Use rubrics and benchmark tests to identify how well students are mastering standards; discuss the results.
- Identify learning gaps and choose appropriate interventions.
- Interventions can include scheduling extra instruction time, providing a supportive relationship, and helping students use mental models.
- Schedule these activities on the school calendar regularly and gaining support from extended learning.
- Daily 45 minute collaboration period
- Meet with literacy and math coaches twice a week

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Professional Development Planning. MASTERS will utilize the input and expertise of the principals, dept heads, dean of instruction, counselors and district wide evaluators to take steps in planning and providing the developmental activities and opportunities with the school year that most meet the needs rising from teacher evaluation results (see sample chart on right.). There is a complete new training calendar for each semester and summer. The FY 2014-15 PD Calendar will be created with the use of MASTERS. In a study conducted by the U.S. Department of Education, Institute of Education Sciences, student achievement gained approximately 21 percentile points when educators received sustained, consistent professional development that was connected to classroom practice. Research suggests that professional development of 14 or fewer hours annually has no effect on student learning (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). MASTERS will deliver more than 16 hours of professional development over 12 months. With the expansive skill set required of today's teachers, it is clear that continuous training in

Fall				
DATE	TIME	PLACE	Presenter(s)	TOPIC
October 1, 2013	4:00 p.m. - 6:00 p.m.	Hattie Martin Building	Anna Enriques Amy Enriques Dr. Murphy	Teachers Teaching Teachers - 2nd - 5th Science
October 3, 2013	1:00 p.m. - 2:00 p.m.	Central Office Conference Room	Amy Enriques Dr. Murphy	New Teacher Academy overview for Principals
October 4, 2013	1:00 p.m. - 4:00 p.m.	Campuses	Curriculum Dept	Curriculum Planning K-12th BLOOM's Taxonomy
October 7, 2013	1:05 - 1:50	Ortiz	Jeanette Castaneda	TAG Training
October 8, 2013	9:00 a.m. - 11:00 a.m.	Lotspeich	Amy Enriques Dr. Murphy	Writing for 3rd and 4th grade Session II
October 10, 2013	8:00 a.m. - 3:30 p.m.	Central Office Staff Development Room	Amy Enriques Dr. Murphy	Balanced Literacy Training - Running Records
October 16, 2013	6:00 p.m. - 7:00 p.m.	Hattie Martin Building	Amy Enriques Dr. Murphy	Migrant - Homework Help
October 21, 2013	4:00 p.m. - 6:00 p.m.	Hattie Martin Building	Jeanette Castaneda	Teachers Teaching Teachers - 3rd - 4th Mathematics
October 21, 2013	9:30 a.m. - 11:00 a.m.	Hattie Martin Building	Jeanette Castaneda	RPA writing Mathematics 2-4 & TAG Training
October 21, 2013	1:30 p.m. - 3:00 p.m.	Hattie Martin Building	Amy Enriques Dr. Murphy	RPA writing Science & Social Studies 2-4 & TAG Training
October 22, 2013	4:00 p.m. - 7:30 p.m.	Hattie Martin Building	Amy Enriques Dr. Murphy	New Teacher Academy - Stress Management, 4 Main Brain things 1-2
October 28, 2013	1:30 p.m. - 3:00 p.m.	Hattie Martin Building	Amy Enriques Dr. Murphy Jeanette Castaneda	RPA writing Math, Science, & Social Studies 4
October 29	9:30 a.m. - 11:00 a.m.	Hattie Martin Building	Jeanette Castaneda	RPA writing Mathematics 2-4
October 29, 2013	1:30 p.m. - 3:00 p.m.	Hattie Martin Building	Amy Enriques Dr. Murphy	RPA writing Science & Social Studies 2-4
October 30, 2013	9:00 a.m. - 11:00 a.m.	Lotspeich	Amy Enriques Dr. Murphy	Writing for 3rd and 4th grade Session III

multiple areas is necessary. MASTERS professional development will be continuous, intensive, and connected to practice; focused on specific academic content; and related to other school initiatives. It will also encourage teamwork and collaboration among educators. (Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). MASTERS will have concrete, focused professional development to provide direct connections to teachers' everyday classrooms for the greatest influence on student achievement (Knapp, M. S., 2003) MASTERS will not have abstract, theoretical concepts that are less successful than hands-on material with immediate, practical application. MASTERS will use the Master Teacher Pd™ Program to provide training that is clearly application-oriented. Its modules include crucial topics that range from "Proven Strategies for Narrowing the Achievement Gap" and "The Power of Students Teaching Students" to "Create a Partnership with Parents from the Start" and "Six Keys to Developing Pivotal Bonds with Students." These research-based modules provide ongoing support—they are exemplary tools to support both novice and seasoned teachers in practical, functional areas. MASTERS PD through the Master Teacher Pd™ Program will provide educators with strategies for teaching students in fresh, innovative ways while managing classroom time and student behavior. The recommended MASTER Teacher Program Resources for Teacher Improvement will provide Continuous Improvement for Teacher PD. They include:

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Changes on this page have been confirmed with:	On this date:
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- Online Programs
- The Master Teacher Prescriptive: PD Now! (print and online) ; Para Educator PD Now; Support Staff PD Now
- Book Resources: Book Studies
- Teacher Book Study; Voices from the Field : What is a Master Teacher Book and Study Guide; Causing Others to Want Your Leadership for Teachers Book and Study Guide ; Top 20 Teachers Book and Teacher's Manual ; Book Study for Para Educator; Personal Training Guide for Para Educator Book Study for Support Staff (other); Customer Survey Book
- On-Site Workshops, Modeling, and Coaching : Year One and Two
- One Day of On Site Training: The Balley Group; Top 20 Training and other Topics One Visit per Year from the
- In House Research Based Workshops: to be delivered by campus principals and administrative staff.
- Teacher Essentials: 8 Workshops (each 3 hrs.); Teaching and Learning: 4 Workshops (each 3 hrs.); Creating a Culture of Learning: 5 Workshops: Top 20 Training; Student Motivation and Achievement: 6 Workshops (3 hrs. each) ; Teacher Leadership: 5 Workshops (3 hrs. each); Professional Learning Communities: 2 Workshops (each 3 hrs.); Total of 30 Workshops Available for Each Campus
- Administrator's Reference Library : Books and Subscriptions per Campus (All books purchased the first year for building resource library. Year Two continue with NorthStar for principal.
- North Star for Principals Year One and Two; First Sixty Days/Critical Middle/Finishing Strong; Motivating Students
- Teaching for Results; Working with Parents; Great Classroom Management ; You Can Handle Them All; You Can Handle Them All; Bullying and Cyber-bullying; You Can Handle Them All for Parents; ABC's of Bullying Prevention
- Classroom Teacher's Guide for Working with Para Educators ; Inclusion Facilitator ; Classroom Teacher's Guide to Instructional and Curricular Modifications ; Classroom Strategies for the English Language Learner ; Para Educator's Guide to Instructional and Curricular Modifications ;
- DVD 's Administrator's Reference Library
- Early Career Teacher's Guide to Success in the Classroom; Mentoring Teachers to Mastery I; Mentoring Teachers to Mastery II ; The High Performance Classroom; Teacher Collaboration; Great Classroom Management
- Central Office: Superintendent's Reference Library
- Causing Others to Want Your Leadership for Administrators and Study Guides (Year 1: Superintendent Leads all Principals In study: Central Leader and Principals
- The Board: Year 1-2 Year Subscription
- Galileo for Superintendent's Year 1-2

Aligned with Overall School Goals. MASTERS teachers will see the connection between the professional development they are receiving and the overall goals of their school and therefore be more successful at making a difference in student achievement. They will see exactly how the training they're receiving fits within the broader, school-wide effort to achieve the greatest outcome; if they see no connection and feel the professional development is disjointed from the overall context, it will have little impact. Master Teacher Pd™ PROGRAM will be fully and easily customizable—at the start of each year, the principal will plan the learning schedule to align with the school calendar in order to provide content that is highly relevant to the school's work and school improvement goals. This ensures that the professional development exists in the greater context of the school's goals. Professional development places the teacher in the role of the learner, and should be based on best practices that align with the principles of learning. Through the use of ongoing, focused activity; follow-up; practice; collaborative conversations; and reflection, we recognize the long-term nature of learning and increase the potential for improving instruction and learning (Snow-Renner & Lauer, 2005). When districts provide high quality professional development for teachers, they are providing learning parallel to what students are experiencing. Through a long-term process of learning, there is a greater chance to see change in classroom instruction (Huebner, 2009). These learning experiences for teachers need to be focused on knowledge about teaching, whether in the areas of content or pedagogy. RISD will provide for learning related to:

- Expectations for students.
- Curriculum content.
- School culture.
- Higher-order thinking.

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Compensation Plan. The MASTERS strategic compensation plan differentiates teacher compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. The following chart outlines the major areas of skill sets that teachers will master in order to progress from New Teacher to Professor.

Teacher Recruitment	*Compensation*
Use funds for recruitment bonus of hard to fill CORE Teachers (STEMS)	Shortage needs
Target high performing students for BEST Teacher Preparation Programs	Market Supply
Academic Performance	***Compensation***
Use new technology, tutorials and PD to improve Student Achievement	Improved Academics
Use C-Scope Classroom Modules and PD to improve Student Achievement	Improved Academics
Use new Science Labs, C&I to Improve Student Achievement	Improved Academics
Use new technology, tutorials and C&I supplies to improve Student Achievement	Improved Academics
Use of Quality Data to Drive Instruction	
Provide Data Disaggregation and Item Analysis Training	Improved Academics
Use data to plot progress	Improved Academics
Self-Assessment of Progress	Pedagogical Growth
Improve STAAR data plan	Improved Academics
Report performance by demographics	Improved Academics
Use high quality data disaggregation to make curriculum decisions to improve outcomes	Improved Academics
Use Instant Assessment Tools and software	Improved Academics
Improve use of Standardized test reviews	Improved Academics
Improve Teacher Technology Targets	Improved Academics
Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	Improved Academics
Improve Quality Professional Learning Opportunity plus online support	Improved Academics
Improve Teacher and Student Attendance	Improved Academics
Improve commended performance data plan and TEA accountability rating	Improved Academics
Improve Tutorials for at risk/ Low Performing students (LP)	Improved Academics
Increase Leadership Effectiveness	
Attend National Conferences for turnaround models	Improved Academics
Participate in summer curriculum vertical alignment	Improved Academics
C Scope End of Course STAAR test training	Improved Academics
Attend Target Distributive Leadership Training	Improved Academics
Establish Common planning periods	Improved Academics
Attend SIRC MASTERS workshops for core areas	Improved Academics
Attend ESC1 MASTERS workshops for assessment strategies.	Improved Academics
Provide Onsite Leadership Principal Mentoring	Improved Academics
Improve Leadership Employee Evaluation	Improved Academics
Provide Distributed Leadership Training Workshops	College Readiness
Increase Learning Time	
Add time before and after school to extend learning day	Improved Academics
Implement tutoring as a requirement for students who are at risk of failing	Improved Academics
Incentives for group performance in afterschool tutoring activities	Improved Academics
Involve parents in their children's academics with home visit events and report card dinners.	Improved Academics
Cooperative learning	Improved Academics
Assign homework and project based learning	Improved Academics
Align CIP with ACE Program	Improved Academics
Provide enrichment personnel to support ASP	Improved Academics

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Provide Before School and summer school support	Improved Academics
Provide Parent and Community evening events to engage MASTERS academic support	Improved Academics
Provide Technology Support with After School PD tech labs for teachers	Improved Academics
Provide Saturday events for PD, Parents and students	Improved Academics
Provide ADULT education courses	Improved Academics
Improve Teacher Quality	
Administration/Community Walk-through	Improved Academics
Increase specific PD MASTERS Services as outlined in design	Improved Academics
Increase Technology Integration *(Campus Avg.)*	Pedagogical Growth
Offer sign on bonus and performance incentives	Shortage Needs
Observe other highly qualified teachers in classroom	Improved Academics
Region One TEEM workshops	Improved Academics
Increased opportunities for promotion and career growth	Pedagogical Growth
Increase Online PD for immediate support & intervention	Improved Academics
Increase HQ Special Education Teachers through Inclusion PD now	Improved Academics
Increase Para Educator PD through online Para Educator Learning Network	Pedagogical Growth
Other	
Increase Campus Cultural Enhancement Festivals for Parents and Community	Pedagogical Growth
Provide College Readiness Events	College Readiness
Create Health Awareness clinics for families for diabetes, cholesterol , heart disease and obesity	Pedagogical Growth
Create Community Center for food bank, clothing and shoes through community partners	Pedagogical Growth
Provide families with College an Career workshops	Pedagogical Growth
Provide motivational speakers for students to promote good health and well being	Pedagogical Growth
Provide Community Service Learning Opportunities	College Readiness

MASTERS will not become a DATE, TEEG or any other type of financial award system based on testing scoring or passing scores on testing but will become motivational bonus incentives in three manners:

- **Individual**-Teachers will receive bonus funds if they make exceptional evaluation scores from their respective principal on their Final performance on PDAS.
- **Team**-Their respective assigned Professional Development Team met their respective goals and objectives for their team as per the contract set forth by the principal and the Team.
- **Campus**-All members of the campus will receive their bonus pay if they make Exemplary Ranking for their respective school.

Summer Funds-Funding will also be released from available summer funds for each phase so that teachers will not be required to attend any summer activities to earn strategic compensation or for other Strategic Compensation to recruit or retain high quality teachers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teacher Recruitment. In addition to retirements, RISD staffing difficulties are associated with competing salaries, student discipline, student motivation, and in high poverty schools, lack of opportunities for advancement and environments perceived as unsafe. Further complicating the matter of teacher supply and demand are factors such as the reduction in class sizes, a federal requirement for "highly qualified" teachers, the trend toward reduced teacher autonomy, and the pressures associated with high-stakes testing. To more successfully recruit effective educators for all students, districts must actively and strategically market their strengths (e.g., attractive compensation packages or working conditions), develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006). An information-rich recruitment and hiring process allows employers and applicants to collect detailed information over time through interviews and exchanges, so as to form accurate impressions of one another. This enhance the likelihood that both the employer and teachers' expectations will be met, thereby minimizing the risk of premature attrition (Liu & Johnson, 2003).

Recruitment Steps. MASTERS Recruitment steps include but not limited to the following 10 practices:
- Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff
- Identify schools within the district that have challenges in teacher recruitment
- Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
- Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
- Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
- Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
- Establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members
- Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
- Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.
- Offering incentives or bonus dollars to new teachers in hopes of attracting an early decision to join the local schools prior to the large cities offering higher salaries.

Early Hiring Practices. MASTERS will place the following early hiring practices to attract high quality teachers and helps give concrete evidence used to determine the quality of the recruiting applicant, of the education preparation program that they attended, and of previous teaching experience if any.
1. **Teacher Recruitment.**
   - RISD offers top teacher salaries which helps build strong and consistent recruits.
   - RISD targets Colleges of Education at four-year institutions of higher education to establish collaborative programs with community colleges to recruit new teachers.
   - RISD works with local Colleges of Education to establish programs to encourage high school students to consider careers as teachers.
2. **Teacher Preparation.**
   - RISD will recruit from Colleges of Education that seek to develop training programs that reflect complex models of teacher quality. Research clearly shows that teaching cannot be reduced to a few indicators

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of quality that transcend all situational variations.

- • RISD will recruit Colleges of Education that seek to develop programs that will ease the transition from the lecture hall to the classroom. Such programs might well include beginning teacher induction programs that match new teachers with experienced ones.

3. **Teacher Retention.**

Colleges of Education should, in collaboration with school districts, develop programs to improve the retention of existing teachers. Reducing turnover of existing teachers would greatly reduce the difficulties in finding new teachers. In the short term, this may be the single most effective strategy for reducing the need for new teachers.

Evidence Indicators to determine Teacher Quality. The difference in education quality relates to the quality of the teacher. Research has found teacher quality to be a key determinant of student success. How good teaching reveals itself, though, is a matter of considerable controversy. A number of MASTERS indicators will be used to recruit high teacher quality:

- ✐ Highest degree held
- ✐ Highest degree held in field of teaching assignment,
- ✐ Content knowledge (usually indicated by degrees, but occasionally via test scores),
- ✐ Willingness to participate in ongoing professional development,
- ✐ Competitiveness or prestige of college attended,
- ✐ Certification(s) by state,
- ✐ Certification by the National Board of Professional Teaching Standards,
- ✐ Passage of state or national test such as the National Teachers Examination or Praxis,
- ✐ Verbal ability,
- ✐ Grade point average,
- ✐ Rank in graduating class,
- ✐ Peer and/or principal evaluations,
- ✐ Student performance,
- ✐ Value added—a specific variant of student performance (the increased achievement attained by students of a particular teacher, usually in the form of standardized test scores),
- ✐ Ratings from interviews.

Teacher Induction. MASTERS teachers will learn more in teacher networks and study groups than with mentoring; in professional development programs that are longer, sustained, and intensive than shorter ones; when there is collective participation; and when they perceive teacher learning and development as part of the coherent professional development program (Kwang 2001) Therefore, MASTERS will have a successful induction program that will; Have networks that create learning communities; Treat every colleague as a potential valuable contributor; Turn ownership of learning over to the learners In study groups; Create learning communities where everyone, new teachers as well as veteran teachers, gains knowledge; Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well.

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2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Career Pathways. The multiple career pathways will provide additional opportunities for Teacher advancement through earned extra duty responsibilities created by the MASTERS Program below.

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The MASTERS program provides additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators as indicated below.

> **Phase1- Recult**: Inducting the best teachers requires early hiring practices, teacher preparation program partnerships, and sign in incentives to keep local talent and to fill in teaching slots that are difficult for rural isolated areas like Robstown. Extra duty pay will be earned at a rate of $500 per semester for Fall Spring and $250 for summer. The summer can be earned as a bonus if the recruit signs on board they will automatically qualify for the New Teacher incentives. The total excellence award will be $500-$1,250.

> **Phase 2-New Teacher**: New Teachers will be given a mentor, be placed on a strategic professional development team to gain collaborative practices, observe other teachers and attend highly coordinated PD that is based on the teacher's weaknesses and academic learning needs. Extra duty pay will be earned at a rate of $750 per semester for Fall Spring and $375 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, PT teams earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be $750-$1,875.

> **Phase 3- Professional Teacher**: Teachers with 5 or more years of experience will be allowed to attend high quality PD, participate in their chosen Professional Development Team, attend conferences and workshops and lead Professional Development projects. Extra duty pay will be earned at a rate of $1,000 per semester for Fall Spring and $500 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, PT teams earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be $1,000-$2,500.

> **Phase 4-High Performing Teacher**: Teachers with less than 10 years of experience will be allowed to mentor other teachers, lead PD projects, Lead Professional Development Teams and apply leadership skills to solve campus problems. Extra duty pay will be earned at a rate of $1,250 per semester for Fall Spring and $625 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, PT teams earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be $1,250-$3,125.

> **Phase 5-Master Teacher**: Teachers with experience leading Professional Development Teams and Mentoring will be trained to do observations and evaluations of other teachers, lead any Professional Team Project they choose that will support campus goals and provide PD to other teachers. Extra duty pay will be earned at a rate of $1,500 per semester for Fall Spring and $750 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, MASTERS work earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher Incentives. The total excellence award will be $1,500-$3,750.

> **Phase 6-Professor**: Teachers with Phases 1-5 experience will be trained to lead and organize campus parent, business and student councils, trained on writing foundational grants, will support innovative funding sources for the campus and will be available for positions such as instructional coaching or other administrative jobs. Extra duty pay will be earned at a rate of $1,750 per semester for Fall Spring and $875 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, MASTERS work earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be $1,750-$4,375.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/.A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Self Assessment. To design MASTERS, the District Improvement Team (DIT) met to discuss grant objectives. RISD Superintendent Dr. Maria Vidaurri, Assistant Superintendent Norma Castaneda, and central office administrators began preparing to apply for the funding. Select members of the Site-based committee and campus personnel attended an overview presentation. The next steps for the District were to collect data and revisit their Comprehensive Needs Assessment to assess their district needs. A communication plan was created and stakeholders were engaged to solicit feedback and input.

The assessment of need took into consideration the needs of the district in relation to the educational needs of the campus factoring in the cultural and social needs as well. Its primarily Hispanic population is at 97% (2005-2009 American Community Survey). About half (52%) of the

Educational Attainment Population 25 years and over			
	Robstown	TX	US
No High School or GED	51.7%	24.8%	29.3%
Enrolled in College	14.4%	20.2%	
Bachelor's Degree	3.2%	15.6%	17.4%
Graduate or Professional Degree	1.9%	7.6%	10.1%

Source: U.S. Census Bureau, 2005-2009 American Community Survey

population has less than a high school diploma with less than 4% receiving a Bachelor's Degree. Only 1.9% pursue a Graduate or Professional Degree leaving the ISD **with a challenge of positive role models**.

The District is cognizant of the fact that with the changing economy, technology, and changing face of America's workforce challenges an LEA of fine-tuning teaching and learning effectively. For that reason, a great amount of money has also been poured into figuring out what America's children need to be able to complete in today's global economy and in a "flat world" workforce. School reform initiatives are designed to generate concrete information about good educational and pedagogical practice and have been piloted as demonstration projects for at least 15 years. As for teacher education reform initiatives, policymakers have also become increasingly aware of our need for true highly qualified teachers, school support personnel, and administrators who can effectively prepare students with diverse learning needs necessary to succeed in the 21st Century. This has led to restructuring of beginner educators' training and continued professional development for administrators, beginning teachers and veterans alike. RISD is prepared to follow the model most suited for RISD Schools which is 2013 Accountability Rating: **Needs Improvement (5 or 71% of the campuses in Needs Improvement)**.

RISD is challenged by years of educational failures with families who have limited resources and time to improve their children's life cycle as current data indicates that only 47% of the RISD students based on the 2012-13 STAAR data met or exceeded all STAAR tests at all grade levels with less than 6% receiving commended scores. Texas Higher Education Coordinating Board Data also indicates that less than 3% of poor students in Rio Hondo ISD complete a Bachelor's Degree within 6 years after graduation. Therefore, MASTERS will instill higher level teaching expectations towards College and Career Completion not just College Readiness. Professional Development Teams (PDT) will target this problem by training parents specifically those students considered first generation college students, building TEA Accountability Index IV into Elementary programs, exposing students to college tours starting in Kindergarten, collaborating with local colleges for work study mentors, and by engaging college alumni specifically in the community for added revenue support. Teachers will learn how to write foundation grants to support higher level thinking, hands on projects, and supplementing much needed teacher resources. While 80% of the homes do not have Internet connectivity, RHISD Professional Development Teams will build a CLOUD for one to one solutions for homework and research at home with technology integration at school. TEACH will help solve real world problems with high needs not just support teacher increases.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MASTERS will create a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. The following 4 Required Areas will be given additional focus so that they meet all goals and objectives each year with high quality refinements to improve the program in subsequent years.

MASTER AREA- Induction and Mentoring	*Yearly Timeline*
Improve Teacher Recruitment Targets specifically hard to fill Teachers in STEMS areas	Summer 2014-15
Use IHE's Partnerships in Teacher Prep Programs to Improve Teacher Selection	Summer 2014-15
Provide Data Disaggregation Training for Mentors	Summer 2014-15
Mentoring Self-Assessment of Progress	Summer 2014-15
Provide Mentoring Training	Summer 2014-15
Improve use of Standardized test reviews (DMAC) with new Teachers	Summer 2014-15
Use new trained mentors to improve Student Achievement	Summer 2014-15
Improve Quality Professional Learning Opportunity plus online support	Summer 2014-15
Finalize all Tier Level Compensation contracts and for all Teachers	Summer 2014-15
Use Mentor/Mentee data to plot progress	Summer 2014-15
Offer sign on bonus and performance incentives	Summer 2014-15

MASTERS AREA-Evaluation	
Use HQ data disaggregation to make evaluation and PD decisions to improve outcomes	Fall/Spring 2014-15
Participate in summer training for MASTERS Observations and Evaluations	Summers 2014-15
Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	Fall/Spring 2014-15
Improve Teacher Evaluation Instruments with STAAR data plan	Summer 2014-15
Provide Distributed Leadership Training Workshops	Fall/Spring 2014-15
Add Administration/Community/Mentor Walk-through's	Fall/Spring 2014-15
Improve commended performance data plan and TEA accountability rating	Fall/Spring 2014-15
Observe other highly qualified teachers in classroom	Fall/Spring 2014-15
Increased opportunities for promotion and career growth	Summer 2014-15

MASTERS AREA- Professional Development and Collaboration	
Provide TEAM for enrichment personnel to support ASP	Fall/Spring 2014-15
PD to involve parents in their children's academics with home visit dinners	Fall/Spring 2014-15
Cooperative Training in Campus Professional Leadership Teams	Fall/Spring 2014-15
Provide TEAM for Before School and summer school support	Fall/Spring 2014-15
Provide TEAM for Parent and Community evening events to engage academic support	Fall/Spring 2014-15
Establish Common planning periods	Fall/Spring 2014-15
Increase specific PD MASTERS Services as outlined in design	Fall/Spring 2014-15
TEAM to Increase Technology Integration	Fall/Spring 2014-15
Use new technology, tutorials and online PD to improve Student Achievement	Fall/Spring 2014-15
Increase HQ Special Education Teachers through Inclusion PD now	Fall/Spring 2014-15
Increase Para Educator PD through online Para Educator Learning Network	Fall/Spring 2014-15

MASTERS AREA- Strategic Compensation and Retention	
Increase Teacher Enhancement Jobs	Summer 2014-15
Provide Master Education	Summer 2014-15
Create staff training for grant proposal and reports	Summer 2014-15
Create Compensation Matrix and database to keep MASTERS accounts	Summer 2014-15
Provide Teacher Retention workshops for Principals	Summer 2014-15
Provide MASTERS Trainers	Summer 2014-15
Provide Teacher Compensation Opportunities	Summer 2014-15
Review MASTERS Tier Levels and make adjustments as needed	Summer 2014-15

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 178909	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MASTER Plan attests that all RISD personnel are excited about the opportunity to turn around low performing schools through improving teacher quality and accepting the challenges of the grant proposal goals and objectives. RHISD gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan by gaining support from all campuses through presentations and signatures from Principals.

Robstown Schools:
- ✓ Campuses were presented MASTER plan
- ✓ District Administrators included principals in PD needs with central office design team members
- ✓ Teachers will be given opportunity to participate on voluntary basis
- ✓ Principals will submit contract and application that fulfills each Phase completions per semester
- ✓ Teachers will receive set stipends for extra duty pay with understanding of expectations based on design of MASTERS

RISD needs to build Collaborative Professional Teams In order to promote stronger community and parental engagement for eligibility for a Blue Ribbon Award. It was then that RISD realized that any high level school performance takes greater goals and incentives for teachers to go above and beyond. MASTERS provides evidence of support from affected personnel for both the decision to participate In the grant program and for the general parameters of the plan. The number one blockage at RISD is working with a large Hispanic population (97%) who have little resources or understanding that education can be life changing as the district's economically disadvantaged (83%) and LEP (23%) demographics are much higher than the state's rate. Furthermore, the understanding that the analysis of the student's academic performance is crucial to the school's academic performance. The faculty and staff need to assemble together and a plan of analysis, discussion, synthesis and implementation needs to be formulated. The task to identify weaknesses and needs, target desired outcomes, remodel and reconstruct Instructional strategies that will renew academic success is challenging for any teacher. Assistance needs to come from partnership stakeholders to Include community, businesses, administration, parents, faculty and staff. Stakeholders can provide feedback in councils, sponsorships to competitions, motivational speakers and donations for much needed student school supplies. Teachers need to know how to correlate data and target instruction to demonstrated weaknesses in order to stay current to state changes in academic performance measures. Staff needs to maximize any available technology to facilitate and target specific student needs. RISD is trying to provide an innovative one-to-one solution that bypasses the need for an Internet home connection, which in not available in approximately 80% of our student's homes. Empowering the faculty and staff to create a pathway for success regardless of any challenges or obstacles is no longer optional in working with such a large amount of economically disadvantaged students. Once Professional Teams are set free to exercise and deliver instruction in an innovative and creative way whereby their ideas, opinions, thoughts and feelings mattered, true MASTERS reconstruction can transform any **Acceptable** designation into a sustained **Exemplary** rating. RISD is also now focusing on assisting feeder secondary schools with STAAR Index IV (College and Career Readiness) as they expose all Elementary students to Higher Education with college tours, mentors and monthly parent trainings.

TEA Program Requirement 4: Indicate, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD's participation in the EEIP grant proposal will be district-wide, meaning all campuses in the district will participate.

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